



Team reading: It's effect in reading comprehension

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Abstract

This inquiry sought to determine the effectiveness of using Team Reading Approach for developing reading comprehension skills of Grade 5 learners. The subjects of the study were split into six (6) groups with two performing learners leading each group. In the course of data analysis, the results obtained from these team leaders were excluded and therefore only twenty-four (24) set of scores were analyzed. Using quantitative approach employing the pretest vs. post-test method to thirty-six (36) learners purposively selected for this study it was found that before the introduction to the team reading approach, learners demonstrated low mastery of reading comprehension skills. It was also later found after they were introduced to the approach that they demonstrated average mastery of the reading comprehension skills. The paired samples test confirmed that there was a significant difference in the reading comprehension of learners in identifying the main idea, identifying supporting details, clarifying meaning of content-based words, determining text types according to purpose and determining text types according to structure before and after they were introduced to the team reading approach. The findings of the study prompted the development of an action plan that targets the foundational reading comprehension skills identified in this study.

Keywords: level of reading comprehension, team reading, intervention program, reading performance

Article History:

Received: May 17, 2024

Accepted: August 23, 2024

Revised: August 2, 2024

Published online: August 31, 2024

Suggested Citation:

Sastre, J.S. & Quimpo, M.L. (2024). Team reading: It's effect in reading comprehension. *Industry and Academic Research Review*, 5(1), 50-61. <https://doi.org/10.53378/iarr.924.117>

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*This paper is presented at the 5th International Conference on Multidisciplinary Industry and Academic Research (ICMLAR)-2024

Introduction

Reading comprehension should be given a priority status in the academic community because it is the backbone of learning. A formal study on the reading abilities as well as learning challenges are timely and important. These studies are essential in understanding the state of the public basic education system that has been plaguing the country's reputation in international student assessments. This matter has been confirmed in the results of Programme for International Student Assessment (PISA) 2022 which has revealed that 15-year-old learners from the Philippines ranked sixth lowest among 85 countries that participated (OECD, 2023). This is a departure from the lowest rank that was recorded in the 2018 assessment. In order to address the gaps in learning raised by both the PISA 2018 and 2022 results, this study on team reading as an approach to improving reading comprehension of Grade 5 learners has been made.

Team Reading is a strategy to enhance the reading performance of learners. It is deeply rooted in collaborative strategic reading. It combines strategic reading combined with cooperative learning in which students work in small groups (Grabe, 2002 as cited in Maasum, 2010). A growing number of research have demonstrated that cooperation or interaction with peers can encourage the development of reading competence (Ghaith, 2003; Tok, 2008). Reading is one of the most essential factors in learning. It is also one of the four basic skills which needs to be developed in every learner. Through the deployment of team reading - a learning intervention strategy, this study hopes to contribute to the growing body of research-based evidence on developing learners' reading comprehension skills through novel and productive approaches that emphasizes the need for a targeted and multi-strategies approach that account for learner diversity.

This study aimed to address the concerns on poor reading performance of Philippine learners by inquiring on the effects of implementing the Team Reading Program for Grade 5 pupils at one of the Schools in Ibajay East District for School Year 2022-2023 to verify its effectiveness and discover ways to improve the delivery of a sustainable and developmentally appropriate reading program. The study determined the significant difference in the learners' level of reading comprehension before and after the intervention.

Methodology

This study used descriptive quantitative method of research to discuss specific behavior as it occurs in the environment. In particular, the single group experimental design will be employed. In a one-group pre-test-post-test design, the dependent variable is measured once before the treatment is implemented and once after it is implemented. The pretest-posttest design is much like a within-subjects experiment in which each participant is tested first under the control condition and then under the treatment condition. It is unlike a within-subjects experiment, however, in that the order of conditions is not counterbalanced because it typically is not possible for a participant to be tested in the treatment condition first and then in an “untreated” control condition (Cuttler, 2017). Owing to the peculiarity of the subject selection of this research, this method was chosen because it can appropriately address the objectives of this study.

The subjects of this study were the thirty six (36) Grade 5 learners officially enrolled in the School Year 2022-2023 at one of the Schools in Ibajay East District. Due to this population size, total enumeration of the population has been used as the class is composed of eighteen (18) male learners and eighteen (18) female learners only.

The primary research instrument used in the study is Standardized test. The test is a 20-item Standardized Reading Test, test was used to evaluate student learning, skill acquisition and academic achievement prior to and at the conclusion of the study. This test need not to be re-validated because it has already been pilot tested and studied for its reliability and validity and was found to be highly reliable. The determination of the level of mastery was made by assigning a mastery level equivalent to the score obtained by the learner. As there are only four questions for each of the five skills the score interpretation of the National Achievement Test is adapted. The researcher labored to ensure privacy and confidentiality regarding the information gathered from the respondents of this study.

Findings

Using the single group quasi-experimental approach, there are four main following findings of the study. First, the Grade 5 learners have generally low mastery of reading comprehension skills before they were introduced to the Team Reading Approach. Second, the

Grade 5 learners have average mastery of reading comprehension skills after they were introduced to the Team Reading Approach. Third, there is a very high significant difference in the learners reading abilities before and after the team reading intervention. All obtained p-values are <0.001 which denotes a highly significant difference in the performance compared. The findings support a strategic intervention program such those discussed in Boudah (2013) and Hock et al. (2017). Lastly, a strategic intervention approach to addressing challenges in reading comprehension has been developed to address the concerns found in this study.

Conclusion

Using Team Reading Approach in developing reading comprehension skills of Grade 5 learners has positively benefited the learner's reading abilities. Although, results show that learners need further instruction in reading in order to attain a closely approximating mastery level. A targeted approach employing various approaches is necessary to improve the reading comprehension skills of learners as there is no single approach that would work for a set of diverse learners.

This study recommends a better understanding of the learners in terms of their reading abilities can better understood through extended exposure to skill building activities. A more in-depth inquiry on the reading abilities of learners that go beyond the usual paper and pencil assessment is suggested to gather more evidence on why learners are failing in their reading. As the curriculum requires intensive learning recovery efforts to learning losses during the pandemic, it would be beneficial for studies of this kind to include both quantitative and qualitative data to better understand the interventions made as part of the learning recovery efforts made. A single approach to intervention design can shortchange the learners holistic learning. This study found that a single approach cannot address several skills. Thus, there is a need for a more rigorous intervention programs. Studies of this kind that employ quantitative and qualitative analyses can provide more insights to how an approach works. Studies of this kind are encouraged to explore this area.

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